

**GLAUCOMA STUDENT'S MOTIVATION IN LEARNING
ENGLISH**

UNDERGRADUATE THESIS

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Universitas Brawijaya
in partial fulfillment of the requirements for the degree of Sarjana**

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The Writer

ABSTRACT

Hera, Yohana Febianti, 2017. **Glaucoma Student's Motivation in Learning English.** Undergraduate Thesis, English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Iswahyuni, M. Pd.

Key terms: Glaucoma student, Learning English, Intrinsic motivation.

As a student with visual impairment, I found problems in learning a new language due to my illness, glaucoma and the class condition. Because I am a student in English Language Education Program and I am going to be an English teacher, there are many difficulties and challenges. Thus, motivation becomes the most crucial aspect so that I can finish the study.

In this research, I used narrative study to reveal what intrinsic and extrinsic motivation that help glaucoma's student in learning English at English Language Education Program. In narrative research design, I used individual experiences for describing, narrating, and collecting my life story. This research was also combined with descriptive qualitative method by Angrosino (2007). The combination of narrative and qualitative research is appropriate with this study as it explained personal experience into word description.

After doing the research, I concluded that both intrinsic and extrinsic motivations were needed to support the glaucoma students so they could get more maximum knowledge in formal and also informal education. My intrinsic motivation emerged when I got chance to do internship program. I was motivated so I was able to follow the program in Malang TV. When I was in the seventh semester, I also got the spirit from inside myself because I was very happy to teach and my motivation was high. I was also motivated when I began to work on my undergraduate thesis. I felt that my inner motivation enabled me to prove even with the state of experiencing glaucoma in both of my eyes, I had a great passion to achieve my goal as an English teacher. Meanwhile, the extrinsic motivation were like taking private course or self-learning and getting parental encouragement. My parents provided facilities for me to learn and get other supporting knowledge both from the books and internet sources. My parents also took me to private courses so it could help me much in understanding new knowledge. Some other facilities that supported the learning process were like electronic dictionary, e-books, laptop, mobile phone and also a software which helped me in operating electronic media called JAWS. Appropriate media use to support the learning process and the volunteer who assisted in the class during the lessons were really helpful for me. Since I could not see, the audio media were preferred than the visual ones. Volunteer would also help to explain the materials that the lecturers gave in the class. Those were the extrinsic motivation. The next researchers are hoped to conduct similar research to the other disabilities students. Appropriate media should also provided by campus to support the teaching and learning process.

ABSTRAK

Hera, Yohana Febianti, 2017. **Motivasi Siswa Glaukoma dalam Belajar Bahasa Inggris**. Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Iswahyuni, M. Pd.

Kata Kunci: Siswa glaukoma, belajar bahasa Inggris, Motivasi intrinsik.

Sebagai siswa dengan gangguan penglihatan, saya menemukan masalah dalam mempelajari bahasa baru. Karena saya adalah seorang siswa dalam Program Pendidikan Bahasa Inggris dan saya akan menjadi guru bahasa Inggris, ada banyak kesulitan dan tantangan yang saya hadapi. Dengan demikian, motivasi menjadi aspek yang paling penting sehingga saya bisa menyelesaikan studi saya. Saya adalah seorang pelajar yang mengidap glaukoma yang menghadapi masalah dengan penyakit ini dan dengan kondisi kelas.

Dalam penelitian ini, saya akan menggunakan desain naratif. Dalam desain penelitian naratif, saya menggunakan pengalaman individu untuk menggambarkan, menceritakan, dan mengumpulkan cerita kehidupan orang-orang. Penelitian ini juga dikombinasikan dengan metode deskriptif kualitatif oleh Angrosino. Kombinasi penelitian naratif dan kualitatif sesuai dengan penelitian ini. Penelitian ini menjelaskan pengalaman pribadi saya ke dalam deskripsi kata. Kemudian ini berfokus pada motivasi siswa glaukoma dalam belajar di Pendidikan Bahasa Inggris.

Setelah melakukan penelitian, dapat disimpulkan bahwa agar siswa glaukoma lebih mudah dalam belajar bahasa Inggris, ada beberapa hal yang harus dilakukan. Motivasi intrinsik dan ekstrinsik dibutuhkan untuk mendukung siswa glaukoma sehingga mereka bisa mendapatkan lebih banyak pengetahuan secara maksimal dalam pendidikan formal dan juga pendidikan informal seperti mengikuti kursus atau belajar mandiri. Dorongan orang tua juga dianggap sebagai salah satu faktor yang sangat penting yang mendukung siswa glaukoma dalam belajar bahasa Inggris. Orangtua bisa menyediakan fasilitas bagi siswa glaukoma untuk belajar dan mendapatkan pengetahuan pendukung lainnya baik dari buku maupun sumber internet. Orangtua juga bisa membawa siswa glaukoma ke kursus privat sehingga bisa membantu mereka dalam memahami pengetahuan baru dengan meminta materi dosen. Beberapa fasilitas lain yang dibutuhkan dan bisa mendukung proses pembelajaran seperti kamus elektronik, e-book, laptop, handphone dan juga software yang bisa membantu dalam mengoperasikan media elektronik yang disebut JAWS. Media yang tepat digunakan untuk mendukung proses pembelajaran dan relawan yang dibantu di kelas selama pelajaran sangat membantu siswa glaukoma. Karena mereka tidak dapat melihat, media audio lebih disukai daripada yang visual. Relawan juga akan membantu menjelaskan materi yang diberikan dosen di kelas. Itulah beberapa contoh motivasi ekstrinsik. Motivasi instrinsik adalah ketika saya mendapat kesempatan untuk magang di Malang TV dan juga pada semester tujuh saya mengerjakan skripsi saya. Saya merasa termotivasi dari dalam diri untuk segera menyelesaikan skripsi saya.

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